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ABSTRACT

In this, the second volume of "Innovative Educational Practices," 84 outstanding projects funded under Title Three of the Elementary and Secondary Education Act are presented. Title III provides funds to local schools for the purpose of stimulating innovation and change in educational practices. The projects deal with varied educational problems. For example, one trains itinerant tutors for teaching learning disabled children while another rescues teenaged parolees from penal institutions. Yet all have a common characteristic. They are successful--successful in terms of doing what they said they would do for their target population, whether students, teachers, administrators, aides or parents. The projects have also produced credible evidence of their cost and exportability. In other words, another school district or state can approach the project with confidence that the data reported by the project in terms of its cost, effectiveness and exportability factors were verified in mid-1974 by a validation team from another state. The team uses an especially prepared handbook developed by a state and national advisory council members and the staff of state and federal education agencies to validate project activities. The ultimate aim is to allow a district with an unresolved educational need to be able to pick and choose from already proven successful practices. (Author/JM)

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# Innovative Education Practices

Volume II

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# INTRODUCTION

# SCHOOL ADMINISTRATORS

lines of communication." Kenneth Elsner, Project Director, Edmond Public Schools, 1216 S. Rankin, Edmond, Oklahoma 73034 (405) 341-2246. No. 12

### FOCUS: School Within A School

Day-to-day classroom activities may determine whether students become dropouts, according to FOCUS. So FOCUS is different. One hundred students, grades 9-12, participate in the project, qualifying on the basis of criteria such as: they have considered leaving school; they do not respect or respond to authority; they have high potential but low productivity. FOCUS's aims are mainly affective, although it can be proven that students have made "respectable cognitive growth." FOCUS is a self-contained instructional program designed by students and staff around five activities: communications, analysis (science and mathematics), values (social relationships), realities (economic, political and occupational activities) and electives. All students must attain competency in reading and mathematics skills. They are encouraged to work in the community and in other school settings, e.g., as elementary grade tutors. Concurrently, community volunteers become skill area instructors and discussion and workshop leaders. Undergraduate student teachers work in pairs in FOCUS, lowering even more the 20:1 pupil/teacher ratio. The program's budget is comparable to that of other programs, although it uses more teacher-made and student-made materials and has acquired an extensive array of media hardware like cameras and projectors. FOCUS is accepted, says the director, as an educationally credible program capable of providing learning experiences congruent with the needs of all high school students. Ralph F. Nelsen, Project Director, Portland Public Schools, 2735 N. E. 82nd St., Portland, Oregon 97220 (503) 253-4781. No. 13

### A Model for Cooperative Dissemination/Utilization of Promising Products/Programs The MOD Project

Region 10 Education Services Center in Richardson, Texas, has taken to heart the request of Texas school districts that they be made aware of new educational programs and practices. The model for dissemination developed by the Center, with the help of Title III funds, concentrates on awareness activities. Representatives from local districts served by the Center were invited to attend an awareness conference which provided information on programs developed by federally funded education laboratories in seven areas of concern: bilingual and multicultural education, commun-

ity-school relations, counseling and guidance, creative use of leisure time, early childhood education, new methods of individualized instruction and reading and mathematics. A district interested in pilot testing one of the selected programs may apply to the Service Center for help in installation. Final selection of participating districts is made by the Center. A redirection of federal money forced the education laboratories to withdraw from the intended joint dissemination effort, with the result that the Center independently conducted pilot training of school personnel and drew on local consultants in testing the model. The validation team notes that "the model of dissemination developed in this project is an effective mode of increasing awareness levels pertaining to promising educational pro[illegible]ts/programs." Fred L. Fiter, Jr., Project Director, Region 10 Education Service Center, 400 E. Spring Valley Rd., Box 1300, Richardson, Texas 75080 (214) 231-6301. No. 14

**Regeneration: Inner-City School Survival**

Inner-city education in Norfolk's oldest high school is undergoing some drastic changes to accompany the renovation of a 1910 building. A phase-elective, nongraded, flexible modular program has been introduced in the high school. Students select from 800 "phases" consisting of over 350 separate course offerings. Traditional semesters have been replaced by nine-week sessions. A team of teachers establishes the objectives for each course, writes the syllabus and determines the best mode of instruction, including large-group lectures and demonstrations, interaction classes and laboratory classes. The amount of time spent in each class varies from 30 to 120 minutes. Each student has a minimum of three mods a day (a total of 45 minutes) in unscheduled "gain time," to use at his discretion. Teachers receive preservice and inservice training in team teaching, working with various size groups of students, helping students profit from independent learning activities and the new curriculum. The best aspect of the new modular scheduling program, according to students, is the wide variety of courses offered, with the second best aspect reported to be the allowance for gain time. Only 8% of the students said they would like to "go back to the old program with the same teachers, classes, study halls and lunch periods every day," while 78% expressed a desire to continue the program as is or with some minor changes. Harrison G. Dudley, Project Director, Maury High School, 322 W. 15th St., Norfolk, Virginia 23517 (804) 441-2448. No. 15

# SPECIAL EDUCATION

Special education has come into its own as a top priority for school districts, due to legislative mandates to mainstream handicapped children along with emphasis on providing an equitable, life-serving education for all children. Early identification of the child's particular handicap, as well as the proper prescription, techniques, materials and follow-through constitute specific hurdles for administrators, specialists, parents and paraprofessionals. For the child, a program in which he can succeed is all important. Validated projects in this area attack the problems of children who are classified as handicapped, e.g., those with articulatory disorders, hearing impairments, visual handicaps, psychomotor deficiencies, or learning disabilities. Title III projects are exploring ways to train aides, tutors and parents in working with handicapped children and to develop learning packages and materials for home and school use. Such projects are responding to what appears to be the crux of special education problems – early identification and action – action that involves the child's parents, peers and teachers.

### A Pilot Project Utilizing Supportive Personnel Using Behavior Modification Techniques with Articulatory Disordered Children

School children with speech problems in three Iowa counties are now receiving more attention through an aide program set up with the help of Title III. The aides are trained to work directly with children who have mild to moderate articulatory disorders, i.e., they substitute, omit or distort a speech sound. The project permits the speech clinicians normally employed by the participating school district, to devote greater attention to youngsters with more serious speech problems. The aides travel from district to district, working with children in 20 to 30 minute sessions under the supervision of the speech clinicians. On such a schedule, each aide can provide nine to thirteen children daily with individualized attention to their speech problems. Based on several outside evaluations, the project concluded that aides can be feasibly employed to administer articulation programs to selected children, that waiting lists diminish when children are assigned to aides, that the aides can use the materials produced in conjunction with the project, that more children particularly those in fifth grade and above,

[illegible] receive the speech therapy they need. The aide program has become a regular part of the tri-county speech services. The project also found that quality speech programs. The project also found that aides can work with children with language and learning problems and that they can be used to administer hearing screenings at greatly reduced cost. Kenneth D. Barker, Project Director, Tri-County Special Education Unit, 1340 Mt. Pleasant St., Bettendorf, Iowa 52803 (319/753-2497 No. 16

### Early Childhood Services for Visually Impaired Children

"Too little, too late" describes the usual situation encountered by the families of the very young, visually-handicapped child. The Learning Center tries this situation around by providing stimulation and training for such children, from infancy to age eight, and by providing support and instruction to their parents from the time they first learn of the child's handicap to the point where they can develop realistic expectations for the child. At the Center and at home, children are taught basic concepts and daily living skills, and are oriented to pre-academic skills development and language development. They learn to explore and move independently in their surroundings, which improves their self-concept. The Center employs a diagnostic and prescriptive service for children three or more years old and a language development program for multihandicapped blind children. One teacher goes into homes where she teaches very young children and a social worker gives support and guidance to parents by providing individual counseling and classes in behavior management. The Learning Center has developed a comprehensive curriculum document, with a built-in evaluation strategy. It is designed to promote optimum normal development and it allows for individual differences among visually-handicapped children. This material is being field tested now and anyone interested in participating should contact the Project Director. Another outstanding contribution is the effective use of staff in delivering services to the target population. The project's greatest service, according to parents, has been to remove their feeling of helplessness and to replace it with one of positive action. They note that their families have benefitted from the change in attitude. Rosemary O'Brien, Project Director, Rock Creek Palisades Elementary School, 5901 Denfield Ave., Kensington, Maryland 20795 (301) 942-8650 No. 5

### Haptic Perceptual Development

A "simplistic set of experiences and exercises" may

## Hard of Hearing Children in the Regular Classroom

[illegible]

**Speech and Language Development for Trainable Mentally Retarded**

[illegible]

**Learning Ability Development (LAD)**

[illegible]

# CLEVENGER AND CUMMINGS.

well equipped lab, working to meet the conditions of a monthly "contract," which prescribes the materials to be used by the student and indicates the amount of progress expected. The student's goal is to get 50% closer to his reading potential within one semester. Each student takes responsibility for another condition of his contract: he agrees to increase the number of pages read independently by at least 10% weekly. By doing so, he receives "credits" which can be used to "buy" paperbacks. During one semester, lab students earned an average of two books each. The teacher's role is one of diagnosing, prescribing and following through with each student. Teacher and student meet weekly to review how much progress has been made toward the monthly goal. The results: students who were two years below grade level increased their reading level by 1.1 years. Normally, the project director reports, "such students could be expected to continue to fall behind." Tommie W. Calhoun, Project Director, Urbana Junior High School-Fisher, 1201 S. Vine, Urbana, Illinois 61801, (217) 384-3568. No. 33

**Comprehensive Client-Centered Basic Skills and Staff Development Center**

The Cedar Rapids Community Schools project demonstrates methods of improving reading skills of students in grades 1-4 through two strategies: inservice teacher training and recruitment of community volunteers. Teachers are trained in: criterion-referenced diagnostic testing for word attack skills, *ad hoc* grouping techniques, recruitment and training of volunteer reading tutors, positive reenforcement techniques, construction of "skills stations," and independent small-group learning alternatives. The project worked closely with district administrators and teachers from start-up and through achievement of smooth operation, with the result that project-developed support has significantly upgraded the district's reading program. Results: students in grades 1-4 showed statistically significant differences in all of eight subtests in vocabulary and comprehension; more than 1,300 students in six demonstration centers made significant median gains in word attack skills; teachers have extended *ad hoc* grouping techniques to mathematics and other skills areas in grades 5 and 6, as well as in grades 1-4; 998 volunteers (up from 301 when the program started) donated 21,761 hours in three years; volunteer parent coordinators and a part-time paid assistant (funded by the local Junior League) maintain the volunteer program under the direction of the District Volunteer Coordinator; the inservice structure developed by the project serves as a prototype for

continuing inservice in grades 1 through 4. A. P. Diaz, Project Director, Cedar Rapids Community School District, 346 Second Ave., S.W., Cedar Rapids, Iowa 52404 (319) 398-2112. No. 34

### Diagnostic and Educational Learning Center for Children with Learning Problems

The success of a pilot project for children with learning disabilities has led school officials to triple the number of professionals serving such children. Three hundred children previously unserved by the district will now receive in-depth treatment. The project provides a half-day in-depth intervention program in an away-from-school center for children with severe learning problems. Teachers work with five to eight children in each half-day session, and learning specialists serve as liaison between the center and regular classroom teachers. A variety of reading and mathematics programs, each using a different mode of learning, is used according to the child's particular needs and abilities. The project provides consultant help to the teachers of children with moderate learning disabilities. A learning specialist supplies resource materials to teachers and, during inservice training programs, teachers observe through one-way mirrors the techniques used by the learning specialist in working with children in the classroom setting. All teachers in grades K-3 receive inservice training because all learning disabled children spend at least half of each day in the classroom. All schools in the city, whether participating in the program or not, are offered inservice and consultant help by the project. Tom Jeschke, Project Director, Des Moines Public Schools, 2720 State Ave., Des Moines, Iowa 50317 (515) 265-2180. No. 35

### PRIDE (Providing Reading Impetus through Developmental Experiences)

Teachers can be trained to diagnose skill deficiencies which affect a child's future reading potential, according to Project PRIDE. Based on this diagnosis, teachers can then prescribe appropriate learning experiences for the individual child. Working with preschool, kindergarten and first-grade teachers in inservice workshops, PRIDE focuses on the following areas: auditory discrimination and memory, classifying, expressive language, kinesthetic and tactile, fine and gross motor, spatial relations, and visual discrimination and memory. These areas of skill development in the early grades are those "which are most significantly correlated with subsequent reading failure or success," according to Project personnel. PRIDE-trained teachers have diagnosed skill deficiencies with 90% accuracy

and have derived prescriptions with 100% accuracy. To do so, however, the project recommends that in-service training be made available to teachers and paraprofessionals to assure that the PRIDE pre-reading materials and diagnostic and prescriptive techniques will be adequately understood. The inservice experience also supports the premise that effective change is dependent upon individual involvement. Walter J. Schumacher, Project Director, Wayne County Intermediate School District, 33030 Van Born Rd., Wayne, Michigan 48184 (313) 729-7740. No. 36

### Individualizing Instruction in an Elementary School – Project PLAN

Winona became one of the first districts to establish a computer-based individualized program in the State of Minnesota. Concurrently, it absorbed by consolidation the small district of Goodview. The new open space building at Goodview for grades 1-6 offered a chance to design and equip the building totally within the concept of individualized instruction. A commercially produced system, PLAN (Program for Learning in Accordance with Needs), was chosen by the district as the means of individualizing mathematics, science, language arts and social studies. PLAN has led to major changes in the school program, according to project personnel: an abundance of materials provides many means of individualizing; different staffing patterns such as the use of aides and the team teaching approach have been developed; teachers find their role more demanding but "they all agree that they have found their work to be more enjoyable and satisfying" and that they can individualize instruction with more students than normally, aided by the computer services and the educational aides; implementation of PLAN at Goodview has led to the adoption of the program by two other elementary schools in the district. Validators concluded that "the variations worked off the commercial product (PLAN) and the coupling of this program with an open space school is certainly a unique effort. . . ." They also noted some special ingredients that may have contributed to the program's success, including "a teaching staff which was dedicated to this style of education and which was handpicked for the program," plus the district's successful efforts in providing information to the community. Richard A. Adank, Project Director, Winona Public Schools, 166 W. Broadway, Winona, Minnesota 55987 (507) 454-3366. No. 37

### Jennings, Missouri Learning Laboratory

The Jennings Learning Lab offered learning disabled students a chance to upgrade reading and language

skills and to reverse guidance and counseling. The 130 students served by the project were initially identified by classroom teachers. After diagnosis, they were selected for participation on the basis of below-grade-level performance in reading, and emotional or adjustment problems. Each had a "normal" IQ score. Individualized instruction was provided each student for an hour daily by a diagnostic teacher, who was based in the school building and assisted by an aide. Various approaches were used, and materials were purchased from commercial companies or prepared locally. The evaluation team noted that the objectives for reading were surpassed at all levels. The team recommended that any project such as the Lab, which adds educational specialists as a supplement to the regular school staff, requires the full knowledge of, support from and a working relationship with classroom teachers, administration and board, if it is to achieve maximum effectiveness. Ralph A. Hunting, Project Director, 2300 Shannon Ave., Jennings, Missouri 63136 (314) 867-3494 No. 38

**Right To Read**

A child increases his rate of reading growth if he is placed on his appropriate reading instructional level and if specific activities are prescribed for him at that level. This is the basis for the individualized diagnostic-prescriptive reading program recommended by the national Right To Read program and implemented by the Glassboro Public Schools as it developed a reading program Pre-School - 3. The program capitalizes on each child's specific strengths. A variety of teacher-prepared materials are used. The program stresses the gains to be made when reading is viewed as recreation. A needs assessment was used to evaluate student performance, staff development, and parent and community involvement. Staff members are involved in an on-going program of staff development under the direction of the reading coordinator. Each child received instruction, after diagnosis, with a variety of reading materials and techniques chosen by the school. Over the three year period that the project was funded by Right To Read, the children who participated increased their reading instructional level an the average of 1.5 years in an eight-month instructional period. Nicholas Mitchis, Director of Adult and Continuing Education, Glassboro Public Schools, N. Delsea Dr., Glassboro, New Jersey 08028 (609) 881-2290 No. 39

**Academic Advancement Program**

The merger of two New Jersey school districts for the purpose of racial integration caused the system to

come up with an alternative to the traditional ways of teaching mathematics and grouping by ability. Under ESAP, approximately 370 junior and senior high school students in the merged school's nine fields of individualized, performance-based instructional programs. Diversity and flexibility are key words in the approach. The program for senior high students is somewhat while the junior high program serves students of all ability levels. Under ESAP's "mastery learning" policy, students are given a clear definition of what they are expected to learn and at what level of competence. They use commercial textbooks and a wide variety of "consumables," which are incorporated into a skills sequence. Students may take varying amounts of time to complete assignments, allowing for horizontal as well as vertical movement. The project offers teachers a "very precise management system" to keep track of students' progress and an innovative student report system for parents. The project's aim was for 60% of the participants to increase their average learning rate in mathematics by at least 25%. Sixty-seven percent of the students actually did so. Joseph M. Dominguez, Project Director, Miami School District, 40 NW 1st Street, Miami, Florida 33128, (305) 579-6400. Ext. 40.

## Espanola Reading Centers

The Espanola Reading Centers represent an unorthodox departure from "the typical reading project" in a "typical community." The students identified for remedial reading at the two centers, located at Espanola and Humboldt Elementary Schools, are "underachievers." They fall below individual, computed reading levels, although not necessarily below age and grade standards. The community is bi-cultural (82% Spanish surnamed, 12% Anglo, 6% American Indian) and located in a poverty-stricken area. The class size at each center is limited to 30 students, with each student participating in the diverse and individualized activities for an hour daily, four days a week, for a full year. Students are scheduled in small groups of two to seven, with frequent opportunity for personal tutoring. One teacher and one aide are responsible for all activities, as well as liaison with classroom teachers and parents. Use of the project's innovators in the use of Dolch Edwall's learning rate formula for evaluation purposes. The project shows positive gains in reading achievement (average gain: 1.44 years) and in student attitude toward learning (rated "significant" by evaluators). Much of the success is attributed to the highly personalized student-teacher relationships maintained by the teachers in the project. Robert Vigil, Project Director, Espanola Municipal Schools,

[illegible] Box 249, Espanola, New Mexico 87532, (505) 753-2251 Ext. 41

### Individualizing Instruction: Placing Learning Ahead of Teaching

[illegible] elementary at the Espanola Public Schools used Chapter 1 funds to begin adopted individualized instruction programs and a multiphase evaluation program. The programs emphasized individualized instruction that could achieve mastery with most students. Major components cited in the district's program included the use of the same instructional materials and methods for all children in the same level and the limited opportunities for students to make responsible decisions toward becoming self-directed learners. Under a Title III grant, the district established learning centers and centers where students could work toward personal, social goals. Students make out their own weekly plan sheets, select activities and do a self-evaluation of their progress. Staff training includes summer workshops, monthly inservice training and visitations to exemplary school programs. In each of the three centers, two at the elementary level and one junior high, a team of two teachers and an aide share responsibility for directing instruction and management. All centers contain a variety of instructional materials, including many that are made by staff members. The evaluation team notes that although statistical findings are limited, they do suggest a positive effect, particularly in language arts. Chapter 1 Grant Project Director, Espanola Public Schools, 309 St. Jose St., Espanola, New Mexico 87532, (505) 753-2251 Ext. 41

### Project Success

The project concentrates on providing successful experiences to educationally handicapped children in the elementary grades. Those who are far below their expected learning level in the basic skills academic are identified for inclusion in the program with project developed materials, followed by a weekly classroom assessment to guarantee continuing success. Those who fall below the "success" level are encouraged in alternate programs. The assistance covers those all levels: teachers, high school tutors, peer tutors, aides and parents. Through the use of specially developed and packaged instructional and motivational programs. Based on the nature and severity of the student's deficit learning, tutoring and motivational activities range from 30 minutes to three hours per day and from two weeks to the entire year. The project reports that up to 300 students receive one-to-one tutoring each day, and for most of the students, the tutoring

project is the best part of the day. Many Project Directors found Action School Direct Mail & Box Set Printing to work like magic. The sets, Inc. of

## Music

Music helps the student to succeed in job hunting and other aspects of life. Music is a way to express feelings and emotions. Music is also a way to express one's culture. Music helps to relax and to enjoy life. Music helps to express one's culture. Music helps to express one's culture. Music helps to express one's culture

# EARLY CHILDHOOD EDUCATION

children in experimental classes made "significantly greater gains" in reading than those in comparison classes; and "both high and low expectancy children appeared to benefit from the project." Sam Kerman, Project Director, Los Angeles County Education Center, 9300 E. Imperial Hwy., Downey, California 90242 (213) 922-6168. No. 53

### IMPACT: Instructional Model Program for All Children and Teachers

Classroom teachers can be trained to use certain special education techniques in dealing with the child with learning or behavior problems. These diagnostic/prescriptive procedures allow them to particularly meet the needs of three types of students: the child who for some reason does not progress scholastically in school, the child with limited intellectual development and the child with behavior adjustment problems which prevent him from functioning effectively. The rationale is that there are many special children who could profit more from the general education classroom atmosphere of normality. Also, there are many children in the general purpose classroom who do not have learning or adjustment problems severe enough to warrant placement in a special education program but who do require special accommodations in order for their needs to be met. The teachers are trained in the use of this comprehensive system through attendance at a five day workshop series, viewing of demonstration classrooms and receipt of the IMPACT Box, the project's principal resource tool. Teachers make assessments, write programs and organize their classrooms with the guidance of an experienced consultant. Eight demonstration centers exemplifying the IMPACT model are set up in diverse cultural and economic areas of Berrien County. Evaluations indicate that the IMPACT model, when presented to teachers in a well-organized workshop system, combined with regular follow-ups, can result in significant changes in teacher classroom behavior and in the improvement of behavioral and academic problems on the part of the students. Elaine Weckler, Project Director, Berrien County Intermediate School District, 711 St. Joseph Ave., Berrien Springs, Michigan 49103 (616) 471-7715. No. 54.

### Project APT (Application of Psychological Theory in the Classroom)

In contrast to the national picture of shrinking enrollments, rural Merrimack School District experienced a four-fold increase in student population in ten years. During the same time span, the ranks of experienced

teachers in the system decreased, leaving many new teachers who expressed two key concerns: behavioral problems and student motivation. In an effort to help the teachers, APT developed inservice training in behavioral management, with emphasis on the affective domain. In a ten-week course, teachers concentrate on principles of reinforcement, classroom management, writing objectives and task analysis. Teachers are videotaped in their classrooms as they apply the new techniques and they view the tape in an individual conference with the course instructor. Together, the teacher and the instructor determine what changes the teacher should make in managing the class. As teachers are trained, they become resource teachers who help with the next inservice training. Students in the class are involved in planning rules, choosing reward alternatives and selecting their own goals. Parents also have been successful in applying the principles of positive reinforcement to children at home. All but 3 of 70 participants have been able to successfully program at least two of their students, and many teachers were programing entire classes by the end of a course. Preliminary findings regarding the change in student attitude toward school, as a result of APT's approach, are highly positive, say project staff. Helen F. Evens, Project Director, Merrimack School District, McElwain St., Merrimack, New Hampshire 03054 (603) 424-3121. No. 55.

**Project ACTIVE (All Children Totally Involved Exercising)**

The State of New Jersey is preparing to offer a well rounded education – including physical education – to handicapped children in a regular school setting. Project ACTIVE is facilitating the effort by offering preservice and inservice training programs for physical education, special education and recreation teachers and by providing individualized physical education programs for children with developmental or medically oriented problems. More than 170 participants from 28 school districts were certified in implementing programs for the handicapped in two school years. Each teacher learned how to prescribe tasks for children with any of the following handicaps: physical fitness or motor problems, mental retardation, learning disabilities, postural abnormalities, nutritional deficiencies, communications disorders or motor disabilities. The teacher training program is competency based, allowing the instructor to teach the teachers/enrollees in a practical setting where gaining experience is part of the learning process. The project has also developed a "Teaching Model Kit" which shows the teacher how

to involve the handicapped child in the physical education program, and the particular procedures to be followed in individualizing instruction to meet the handicapped child's disability. Thomas M. Vodola, Project Director, Township of Ocean School District, Dow Ave., Oakhurst, New Jersey 07755 (201) 229-4100. No. 56.

**Project Turn-About**

Professors and students at Western Washington State College joined "the real world" of 525 inner city elementary students at Garfield Elementary School—where all tested a newly developed competency-based teacher education program. A diagnostic prescriptive approach was employed by the clinical professors and certified staff in a team setting to improve pupil learning in the basic subjects, specifically in reading and math, and in attitudes towards school. Each team includes one professor (from the college or from the Everett School District), a graduate student, elementary teachers, interns, and laboratory students, providing a ratio of about one adult to eight children. The clinical professors and certified staff became diagnosticians; the other members of the clinical team helped carry out the teaching prescriptions. During the first three years of the project, the clinical professors taught elementary students as well as college students and were accountable for actual pupil learning on a day-to-day basis. Accountability extends to the college students as well. Candidates for graduation must demonstrate high level competencies in diagnosis-prescription-evaluation and in supervision and leadership, in addition to regular requirements. An individualized reading continuum and a math continuum have been tested, redesigned and installed in grades 1-5. Additionally, a personalized open space curriculum has been provided to kindergarten age pupils in which diagnosis is coupled with prescriptive teaching using parent help in individualized teaching situations. Evaluations show that pupils made gains particularly in reading and math, and all graduate students completed the master's program. Individualized (personalized) learning experiences were provided to pupils and to college students. The major conclusion is that "college and district personnel working together, can effect significant changes in the curriculum and organization of a school." Arthur L. Hoisington, Project Director, Garfield Elementary School, 23rd and Pine, Everett, Washington 98201 (206) 342-7431. No. 57

**Intermediate School District Cooperative for Handicapped Students**

[illegible] Cooperative for Handicapped Students represents the 2nd attempt within the State of Washington to deal with the needs of "multi-mentally handicapped children" on a multidistrict level. Three strategies are used: each teacher identifies materials that are critical to successful teaching/learning in a particular subject; each teacher is taught how to determine a student's level of skill so that instruction can be geared to individual need and competence; each teacher is provided instruction within her own classroom in remedial teaching strategies, classroom management systems, data analysis procedures and techniques for working successfully with paraprofessionals. A training team of Title III personnel has engaged in on-the-spot consultation for teachers in the design and production of individualized sequences for children with learning deficiencies in reading, math and spelling. All teachers participate in the project on a voluntary basis, and all new teachers receive assistance as they learn to assess students' skills and behaviors. David F. Capps, Project Director, Intermediate Sch ol District #114, Box 155, Federal Building, Port Townsend, Washington 98368 (206) 385-2055. Sec. 98.

# COMPENSATORY EDUCATION

Compensatory education services, exemplified by validated Title III projects, deal with high risk students who require much attention over a long period of time. Some children are deemed behind almost from the moment of birth, which has critical implications for the child's ability and completion of formal education. The child's attitude often becomes reversed, seems to affect those who come in contact with him, including his teachers. To combat such problems, some projects concentrate on improving the teachers' attitude toward low achievers, in addition to training them in compensatory methods. Other compensatory programs for children as young as three and one half, follows through on a program in which the children were enrolled at age one; others coordinate their activities with Title I and Head Start. Although community and parent involvement are deemed necessary, individual and intensive attention to the child's multifarious needs deserves prime consideration.

### Communication Skills - Primary Level

The startling fact that Louisiana "had a higher proportion of illiterate white population than any other state and a higher proportion of illiterate black population than any other state except one" prompted five parishes to join their efforts to combat illiteracy. Title I needs assessments in the five parishes had identified "the removal of language deficits" as the single most important educational priority. With the help of Title III funds, the parishes designed and tested the five separate components of the Communication Skills Program: individualized diagnostic and prescriptive procedures for students in grades 1-3; teachers training in the use of multimedia equipment; student-to-student tutoring; the employment of instructional aides to lower the adult/pupil ratio and parent training in language development at home. The main objectives of the program are to offer the child an individualized program and to support his efforts by involving peers and parents. Patsy Breaux, Project Director, St. Bernard Parish School Board, Chalmette, Louisiana 70043 (504) 271-2531 Sec. 59

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project's approach to environmental education. The project reciprocates for help received from the community by supplying information and materials and conducting workshops for youth and adult civic groups. Donald French, Project Coordinator, Topeka Public Schools, Instructional Resource Center, 1601 Van Buren, Topeka, Kansas 66612 (913) 232-9374. No. 71

### Cooperative Environmental Education Project

Sixth graders and their teachers were given the opportunity to learn about the environment and to develop positive attitudes toward improving the environment under a Title III project approved for a consortium of nine schools. Operating out of a newly established Environmental Education Center, project staff conducted three ten-week sessions for sixth-grade teachers and their classes. Each school was visited by staff specialists in order to plan for appropriate activities at each school. Project staff have also compiled environmental education programs. Tests administered to participating students and teachers showed the students increased their knowledge and appreciation of the environment while teachers showed positive change in attitude and in teaching behavior. Larry Liggett, Project Director, Environmental Education Center, 13 Veteran's Dr., Oteen, North Carolina 28805 (704) 298-3706. No. 72

### Project I-C-E (Instruction-Curriculum-Environment)

All teachers are encouraged to incorporate environmental concerns as a natural part of all grades and all subjects by Project I-C-E. As a regional effort with an audience of 53 public school districts and 122 non-public schools, I-C-E involves 7,500 teachers, 165,000 students and the community through the following activities: environmental education guides for all K-12 subjects; an environmental resource materials center of films, filmstrips, simulation games, kits, records and tapes to teachers, business community or social groups in the area; consultation services and identification of community resources by project staff; training and outdoor workshops for teachers; suggestions for the improvement of teaching and curriculum planning; university or college programs for student teachers, interns or methods classes; a monthly newsletter. In approaching curriculum innovation, I-C-E recommends the use of episodes (miniature lesson plans). The episodes can be modified by the teacher in accordance with his ecological training or experience, the type and scope of curricular improvement being sought and the local situation. All

curriculum guides were tested and revised as needed. The project calls for total involvement of the community in its activities, and the services of an environmental education specialist to all schools. Robert J. Warpinski, Project Director, Cooperative Educational Service Agency #9, 1927 Main St., Green Bay, Wisconsin 54301 (414) 468-7464. No. 73

### Outdoor Laboratory to Develop Communal, Ecological and Scientific Experiences

In Puerto Rico's San German School District, a Title III project has led to improved teaching and enriched learning in sciences and social studies in grades 6-8. The method has been one of establishing an outdoor laboratory and providing the district's four science and social studies teachers with adequate materials and technical assistance in the use of the facility. Ten governmental agencies have been tapped for advice in development and implementing the project. Activities have centered on the interrelationship between plants, animals, air and water. Specifically, students are offered studies in aquatic life, in different types of grasses in Puerto Rico, in how a weather station works, in the identification and labeling of plants and in other activities relating to nature. Teachers in the district report improved school discipline and attendance due to the impact of the project. David Malave, School Superintendent, Department of Education, Dr. Veve St., San German, Puerto Rico 00753 (809) 892-1790. No. 74

# SPECIAL CURRICULUM

Validated projects categorized as "Special Curriculum" are considered special for several reasons. All try to provide something a little different for the student, in addition to the three R's. Many of the students who serve as the target population for these projects may be considered special because of their creative talents in the arts. Others are special because they need a secure atmosphere – one that offers direction, freedom, understanding and warmth – before they can tackle an academic curriculum. Special curriculum projects sometimes enable the student to spend as much time in the community as he does in formal classes; other projects enable the teacher to try new methods and techniques or perhaps to replace the "traditional" textbooks with audio-visual materials or teacher- and student-made instructional materials. Because the approaches are generally new to the particular school system, the teachers learn as much as the students. In the process, some curricular approaches and materials are abandoned, others are encouraged and expanded to other parts of the school system.

### Talents Unlimited

Talents Unlimited is designed to help teachers recognize and nurture multiple talents in all children, including those of productive thinking, communicating, forecasting, decision making and planning, as well as in academic areas. The project operates from Arlington School, the inservice center for Mobile County Public Schools. The program is a structured attempt to implement and evaluate, in elementary classrooms, the multiple talent theory of Calvin Taylor. Included are replicable models for teacher training, instruction and evaluation. The project's general objectives are to upgrade the instructional program by helping teachers develop understanding skills and attitudes related to everyday multiple talents; to improve students' talent while enhancing their self-concept and academic achievement; and to develop the models necessary for implementing a talent development program in the classroom. Sara C. Waldrop, Project Director, Arlington School, 1107 Arlington St., Mobile, Alabama 36605 (205) 438-9709. No. 75

### A Cultural Approach to the Teaching of Social Studies

Seventh graders have shortened the distance be-

tween ancient Mesopotamia and modern Montgomery, Alabama, through a revised social studies curriculum. Students depart from the "read the textbook and answer the questions at the end of the chapter" approach used formerly. Unit Student Learning Units (SLU's) were developed by seventh grade teachers during three summer institutes. Concurrently, the teachers learned how to teach the cultural approach which traces each civilization according to man's activities in six categories: political, social, religious, intellectual, economic and aesthetic. Students are provided many resources in addition to the SLU's, including supplemental library materials, maps in the form of transparencies, slides of important works of art, listening stations and tapes of appropriate instrumental music. "Skills in critical thinking are more likely to be developed through the use of this method," according to one teacher. Thomas A. Bobo, Project Director, Montgomery Public Schools, Box 1991, Montgomery, Alabama 36104; (205) 269-9111 ext. 230. No. 76

### Learning Music as a Language

Although the Muscogee County School District held that all children should be taught music, the question of the appropriate method was unanswered. This Title III project tested four different methods in the district's schools to find out which would have greater payoff in musical "literacy" (the ability to appreciate, understand, perform, compose and listen critically to music). Students received music instruction twice weekly, with emphasis on one of the methods: Comprehensive Experience, which allowed students to sing, listen and play various instruments; Creative Experiences, in which students explored and created music in a lab setting; Instrumental Experiences, starting with grades K-1; and Vocal Music Experience (the Kodaly system). Two other approaches were dropped midway, one using ITV and another emphasizing only listening skills. The project report noted that musical achievement, as measured by MAT, generally has been improved significantly by the project. "However, there has not been a consistent tendency for certain of the project groups to produce superior results on all tests." Another test led an evaluator to conclude that project schools are superior to control schools both in achievement and attending behavior in the classroom. George E. Corradino, Project Director, Muscogee County School District, 1532 10th Ave., Columbus, Georgia 31901 (404) 324-6487. No. 77

### Operation Grace (Continued)

Seventy-seven high school students, identified as potential dropouts and those who were often truant, were given the chance to select, carry out and complete their own curriculum under an alternative school program in Marion, Indiana. Students moved to a totally different learning environment, one that alternated school work with community involvement. Students completed their academic requirements in mathematics, language arts and social studies in half-day sessions in two classrooms in the high school building. During the rest of the day, they could take other academic studies, participate in any extracurricular activities or participate in volunteer community activities or work programs. The students, as a group, were responsible for providing their own direction and carrying out their own discipline. Results: parents became more involved in their children's education, the dropout rate for the project group was comparable to the total school population and four times better than the control group, attendance improved to the point of being identical to the total school population rate, students volunteered for 12,000 hours of service activities and earned $23,000 in work release programs. Although the project met resistance within the school, the director reports that it has had a marked effect on the traditional curriculum. A somewhat similar project has already begun for low-ability students and many faculty members are beginning to explore the possibility of individualizing instruction, the director notes. Gary L. Phillips, Project Director, Marion Community Schools, 750 W. 26th St., Marion, Indiana 46952 (317) 664-9651 Ext. 78

### Project DEEP (Diversified Educational Experiences Program)

Some very real problems — including a 35% dropout rate, a 35% absentee rate, many failures in required courses and the adoption of a desegregation plan — brought Project DEEP into existence. As perceived by DEEP, secondary teachers need additional training in urban teaching skills and students need the option of alternatives in required academic subjects. DEEP recommends that required academic subjects, primarily Social Studies and English, be taught in an open manner, away from the regular classroom, by teachers who have been trained to deal on a high trust-risk level, and a one-to-one, give-and-take basis with students. The students work with media in setting goals and carrying out projects that meet their own interests, plans, learning, imagination and creativity. Enrollment in such a class is voluntary. 1,500 students

participated in 30 DROP classes taught for 60 teachers in one year. Results: The average absentee rate in DROP classes was 8.9 ... while average rate for the high schools overall was 11.4 ... Similarly, the dropout rate declined in the high school overall, the dropout rate ranged from 5.2% to 11.6% ... but in DROP classes, the dropout rate was 1.5% ... to 6.9% ... Ralph Kanak, Project Director, Montclark CDS, 415 N. Edgemont, Montclark, Kansas 67208 (316) 541-4040 Ext. 79

**Institute for Political and Legal Education**

How much do high school students know about voter education, civic events and local government and individual rights? Not enough - which led to the founding of the Institute for Political and Legal Education. The Institute draws students and teachers from 14 New Jersey schools in urban, rural and suburban districts, and provides an alternative approach for presentation in Social Studies. Project developed materials giving information and instruction on unique facets of state government and supplemented by simulation games, various community projects, audio-visual materials and field trips. Outside trainers come into the classroom to inform students on topics such as campaign techniques and lobbying. Full-day sessions bring together large groups of students and resource people on particular areas, e.g. state government, campaigning / canvassing, individual rights, etc. A unique feature of the program is the fact that the community is viewed as a classroom, in that the Institute attempts to utilize various resources in the community. After acquiring a level of understanding of the process, students move on the field work, work on local and state agencies, and eventually possess the ability to undertake locally initiated projects to affect their communities in a positive manner. Mary E. Lutkewitz, Project Director, Box 426, Kutztown, Kutztown, Pa., Pittman, New Jersey 08071 (609) 589-2800 Ext. 86

**Providing Educational Vocational Opportunities**

This Title III project in Carsonia grant 12 to 15 year-old juveniles from juvenile institutions a viable base for entrance into a regular school program in place of return to the institution for "bad" behavior. The project, which is integrated into a "viable" junior high, admits students on a space available basis. Of 39 students during 1973-74, 12 were juveniles. The others were students who exhibited delinquent-type behavior or those in need of highly individualized assistance. Project personnel live in, in order to provide a feeling of stability for the students, many of whom come from foster or group homes. Learning generally